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IDENTIFIERS	*Elementary Secondary Education Act Title III; ESEA Title III; LEASE Project

ABSTRACT

This summary report provides a brief review and evaluation of the LEASE program's effectiveness. The purpose of the project was to plan and establish a viable program in K-12 conservation education. An interdisciplinary approach was designed, encompassing all grade levels and focusing upon field experience learning programs within the community and emphasizing study of the interrelationship of man and nature. Teacher participation was voluntary, with the site, time, and content areas determined by the teacher. Stated project objectives are measured in a summative evaluation, concluding that in 1968-1969: 1) 112 environmental learning experiences were provided with overwhelming teacher response; 2) community and regional interest was aroused; 3) teachers were involved in planning, analyzing, and evaluating curriculum; 4) students were exposed to different areas of subject matter; 5) a three-man professional staff successfully aided teachers in planning programs; 6) pre-service teachers participated in environmental experiences and training institutes conducted by LEASE; and 7) fifteen lay people were trained as field assistants to aid the classroom teachers. (SJM)

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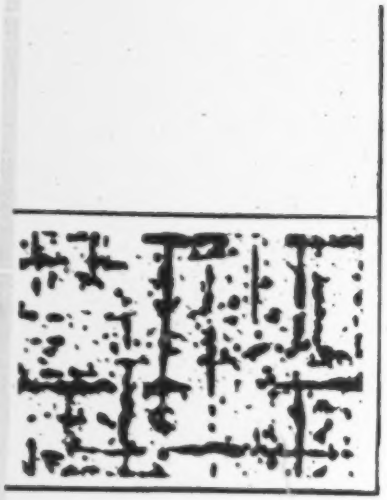

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environmental arts and science center

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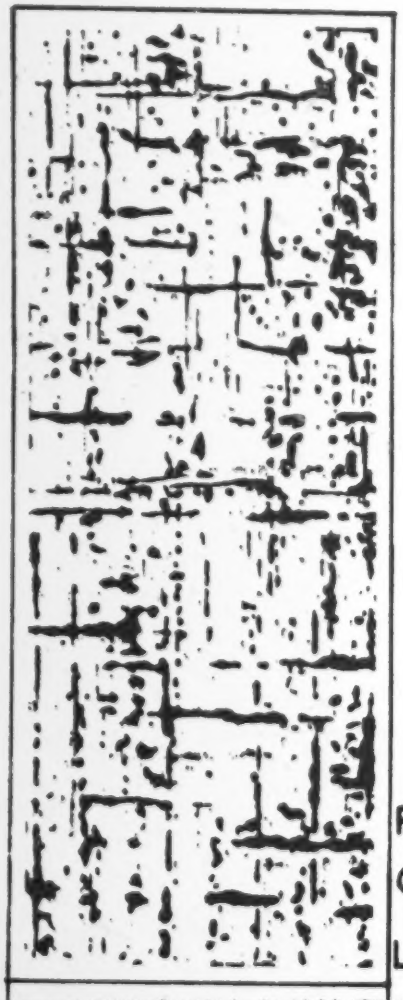

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PROJECT NUMBER 67 - 04414 - 0
GRANT NUMBER OEG 3-7-704414
LOWELL PUBLIC SCHOOLS - LOWELL, MASS.

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LOWELL ENVIRONMENTAL ARTS AND SCIENCE CENTER

P.L. 89-10

ESEA TITLE III

PROJECT NUMBER 67 - 04414 - 0
GRANT NUMBER OEG 3-7-704414

SUMMARY REPORT, FISCAL YEAR 1968

Lowell Public Schools
Lowell, Massachusetts 01852

Project Director — John J. Lenihan
Assistant Director — Francis X. Cronin

OE 4381 (Rev 2 67)

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ESEA TITLE III STATISTICAL DATA

Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR U.S.O.E. USE ONLY →	PROJECT NUMBER	VENDOR CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check one)

- A [ ] INITIAL APPLICATION FOR TITLE III GRANT
- B [ ] RESUBMISSION
- C [ ] APPLICATION FOR CONTINUATION GRANT
- D [X] END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE OE ASSIGNED PROJECT NUMBER

67-04414-0

3. MAJOR DESCRIPTION OF PROJECT: (Check one only)

- A [ ] INNOVATIVE
- B [X] EXEMPLARY
- C [ ] ADAPTIVE

4. TYPE(S) OF ACTIVITY (Check one or more)

- A [ ] PLANNING OF PROGRAM
- B [ ] PLANNING OF CONSTRUCTION
- C [ ] CONDUCTING PILOT ACTIVITIES
- D [X] OPERATION OF PROGRAM
- E [ ] CONSTRUCTING
- F [ ] REMODELING

5. PROJECT TITLE (5 Words or Less)

LOWELL ENVIRONMENTAL ARTS & SCIENCE CENTER

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. (See instructions)

To develop a program which fosters a broad scale use of direct environmental experience as a medium of instruction, and to use this medium as a device for instigating curriculum reform and innovation.

ITEM NUMBER 3

7. NAME OF APPLICANT (Local Education Agency)	8. ADDRESS (Number, Street, City, State, Zip Code)
School Department Lowell, Massachusetts	City Hall Lowell, Massachusetts 01852

9. NAME OF COUNTY	10. CONGRESSIONAL DISTRICT
Middlesex	Fifth

11. NAME OF PROJECT DIRECTOR	12. ADDRESS (Number, Street, City, State, Zip Code)	PHONE NUMBER / AREA CODE
JOHN J. LENIHAN	Lowell Environmental Arts & Science Center City Library Building Lowell, Massachusetts 10852	458-2181 617

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT (Please type)	14. ADDRESS (Number, Street, City, State, Zip Code)	PHONE NUMBER / AREA CODE
WAYNE R. PETERS	Superintendent of Schools City Hall Lowell, Massachusetts 01852	453-1191 617

15. POSITION OR TITLE

Superintendent of Schools

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT	DATE SUBMITTED
Wayne Peters	9/20/69

PAGE 1

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
1 district No. 5	1	$ 498.35
	B. TOTAL NUMBER OF LEA'S SERVED: 3	
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED: 121,149	

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission				$
B.	Application for First Continuation Grant				$
C.	Application for Second Continuation Grant				$
D.	Total Title III Funds				$
E.	End of Budget Period Report	OEG 3-7-704414	7/1/68	6/30/69	$51,178.00

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A. *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES 2 ☐ LEASING OF FACILITIES 3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
		$

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public		1,360	11,711	9,727			22,798	
		(2) Non-public			3,373	3,373			6,746	
B	Persons Served by Project	(1) Public			360	360			720	120
		(2) Non-public			180	180			360	60
		(3) Not Enrolled								
C	Additional Persons Needing Service	(1) Public			11,351	9,367			21,718	
		(2) Non-public			3,193	3,193			6,386	
		(3) Not Enrolled								

2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above) 1/	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED			71.4%		28.6%

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION SUPERVISION			2	1		5
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6			2/			1
(4) GRADES 7-12			2/			5
(5) OTHER				2		
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL				114	25	1
E. ALL NON-PROFSSIONAL			1	.02	10	133

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED 8 (2.) TOTAL CALENDAR DAYS RETAINED 40

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6	30	5				
(4) GRADES 7-12	30	5				
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						

F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED 2 2.) TOTAL CALENDAR DAYS RETAINED 40

SECTION B - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

	MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NONPUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
		PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.	EVALUATIVE PROGRAMS								
A	Deficiency Survey (Area Needs)								
B	Curriculum Requirements Study (Including Planning for Future Need)								
C	Resource Availability and Utilization Studies								
2.	INSTRUCTION AND/OR ENRICHMENT								
A	Arts (Music, Theater, Graphics, Etc.)			1200	1200			900	3/
B	Foreign Languages								
C	Language Arts (English Improvement)			1200	1200			900	
D	Remedial Reading								
E	Mathematics			1200	1200			900	
F	Science			1200	1200			900	
G	Social Studies/Humanities			1200	1200			900	
H	Physical Fitness/Recreation			1200	1200			900	
I	Vocational/Industrial Arts								
J	Special-Physically Handicapped								
K	Special-Mentally Retarded								
L	Special-Disturbed (Incl. Delinquent)			25	25				
M	Special-Dropout								
N	Special-Minority Groups			60	60				
3.	INSTRUCTION ADDENDA								
A	Educational TV/Radio								
B	Audio-Visual Aids								
C	Demonstration Learning Centers								
D	Library Facilities								
E	Material and/or Service Centers			1200	1200			900	
F	Data Processing								
4.	PERSONAL SERVICES								
A	Medical/Dental								
B	Social Psychological								
C	OTHER								

Notes - TITLE III DATA FORM

1/ The State of Massachusetts and the City of Lowell do not keep figures on racial distribution of students. However, the general census figures for the area reveal that 99 per cent of the population is white and one per cent non-white. This should be reflected in the school population as well.

2/ It is difficult to assign at this time exact time blocks for specific grade levels to Center staff and we cannot accurately predict whether the substitute teachers will be supplied as five or twenty-five. Field teaching assistants will also be of varying number depending upon the time any given individual has to devote to the project. Thus our figures are arbitrary.

3/ Because of the multi-disciplinary nature of this project, subject matter breakdown is not feasible. Also, the project is so designed as to give classroom teachers a choice of subject area rather than arbitrarily assigning it. Likewise, cost breakdown is not possible.

OE 4582 (11-68)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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BUDGET BUREAU NO. 51-R601
APPROVAL EXPIRES 6-30-69

PART II–NARRATIVE REPORT

☐ Application For Continuation Grant
OR
☒ End of Budget Period Report

Elementary and Secondary Education Act of 1965, Title III, P.L. 89-10, as amended

INSTRUCTIONS - *Identify this project by the following: Name and Address of Agency, Project Number, Grant Number, State, and Budget period (month, day, year).*

1. (a) For operational activities, discuss the effect of the project on the clientele by briefly stating the major objectives of the project and the techniques used in evaluating the extent to which these objectives were achieved. PACE project applicants are required to provide project evaluations. Please attach one copy of the results of this evaluation with supporting materials. Estimate the cost of the evaluation.

   (b) For planning activities, attach one copy of the results of the planning.

2. Briefly describe project endeavors in which the anticipated results have exceeded expectations, and those in which results have not measured up to expectations.

3. Report the effect of the project on the educational institution or agency by discussing what you consider to be the greatest change resulting from the project.

4. Report the effect of the project on the co-operating agencies by (1) listing all the community agencies that co-operated in the project, (2) discussing the results of such co-operation; and (3) listing local educational agencies and counties which were served by the project and indicate any changes since the initial application.

5. Discuss how project information was disseminated. Include such information as (1) the number of unsolicited requests for information, (2) the number of visitors from outside the project area; and (3) the estimated costs of such dissemination.

6. Describe the methods and procedures being developed to carry the project forward without Federal support after the designated approval period.

7. List costs for budget period this narrative report covers:

$ 45,500 Total cost.

$ 16,000 Total non-Federal support.

$ 45,500 Total Federal support under Title III, P.L. 89-10.

$ Total Federal support other than Title III, P.L. 89-10.

Lowell Environmental Arts & Science Center
City Hall, Lowell, Massachusetts 01852
GRANT NUMBER OEG 3-7-704414-3945
PROJECT NUMBER 67 04414-0
Massachusetts
Budget Period July 1, 1968 - June 30, 1969

1968-69 SUMMARY REPORT

In the late nineteen fifties the city of Lowell, Massachusetts, experienced a felt need to revivify and rejuvenate its socio-economic-educational opportunities. In reacting to this need, Lowell reassessed and renovated existing programs, and initiated others that were innovative and/or experimental.

In the fall of 1966 a request was made to and granted by the U.S. Office of Education for an E.S.E.A. Title III planning grant. This grant enabled Lowell to plan and establish a viable program in conservation education. In January, 1967, the LEASE program was submitted to the Office of Education, and in April of the same year the project was awarded to the Commonwealth of Massachusetts. The pilot project ran throughout the 1967-68 school year and allowed a limited number of local teachers to participate in utilizing the natural and social environment outside the classroom as an educational medium. The first operational year -- the 1968-69 school year -- provided a much larger number of teachers (three times as many) to participate in the program.

The basic concept which permeates all LEASE activities is that some unit or part of a unit in most subject areas can best be taught in an environment other than the classroom, or in the words of L.B. Sharp, "teaching outdoors those things best taught outdoors and teaching indoors those things best taught there."

The LEASE "home" site for environmental learning through the interdisciplinary approach is the 1000-acre Lowell-Dracut State Forest. Besides being easily accessible, the Forest offers a variety of terrain which lends itself to virtually all areas of the curriculum. The potential of the Forest as an educational as well as a recreational area is considerable and is now undergoing detailed study by the state Division of Forests and Parks.

For all its advantages, the Forest is but one many areas suitable for environmental experiences. Accordingly, during its first operational year, LEASE provided a variety of other learning situations suitable to the interdisciplinary approach to learning that embodies the underlying concept of the program. One of these is the Audubon Drumlin Farm in Lincoln, Massachusetts. Designed especially for children in the primary grades, the facility provides the urban child with a broad view of what a farm is really like and at the same time serves to promote the cause of conservation. Another farm complex accessible to interested teachers is that operated by the State Department of Correction in Billerica.

In the area of the social sciences, the city and its environs offer myriad possibilities. Tours of selected sites in and near Lowell were arranged according to the teacher's preference. LEASE also provided for visits to municipal buildings, talks by various department officials, and mock council and school committee sessions in the council chambers.

Older pupils were provided learning experiences at historical Concord and Lexington. Now a national monument, the battleground at Concord is within easy traveling distance and provides a variety of learning opportunities.

The water treatment plants in Lowell and the neighboring towns were sites of further experiences involving classes at the junior-senior high level. For students at the same level there were opportunities in the area of earth science at the Ipswich River Sanctuary in Topsfield with its variety of topographical features as well as an abundance of plant and animal life.

In the spring months, seashore areas provided rich learning experiences, and LEASE has scheduled a number of such visits for the school year ahead. In

June of this year the New England Aquarium in Boston opened to the general public. LEASE is now in the process of making arrangements for programs at this site. It is anticipated that visits to the aquarium will be among the more rewarding learning experiences available in this area.

For groups with a special interest in art, learning experiences have been provided, especially during the winter season, at the Gardner and Fine Arts Museums in Boston. Also younger groups have visited Boston's Children's Museum where the outdoor environment has been effectively brought inside. Other experiences suited to the winter months have included visits to Boston newspaper plants, the Textile museum in North Andover, and the headquarters of the North-Atlantic Region of the Internal Revenue Service in Andover, Massachusetts.

LEASE has also provided for visits to such varied places as the Saugus Iron Works, Plimoth Plantation, Sturbridge Village, and the Fruitlands Museum. It has also suggested a variety of other experiences ranging from a paper plant tour in nearby Lawrence, to a boating experience in Marblehead Harbor. In all cases the choice ultimately depends on the preference and behavioral objectives of the individual teacher.

From this brief review of LEASE-sponsored program, it can be seen that the emphasis of these learning experiences is to provide students and teachers the opportunity to study the interrelationship and interdependence of man and nature in an environment other than that of the classroom.

With the increase of federal funds for education, a plethora of innovative and/or experimental programs are in existence today. The question relative to these "new" programs is, Are they doing the job they were in-

tended to do within certain (albeit vaguely defined) limits or standards of practicality? Along with the increase of federal funds for the many and diverse new programs, there are strongly-worded inquiries emanating from the U.S. Office of Education for better evidence of program success (or lack of success). As a result there is emerging a new professional in education, the evaluator. His job differs fundamentally from that of the educational researcher usually found in educational institutions.

First of all, the evaluator tries "to devise and test some practical solution to an operating problem, while the researcher is concerned with establishing new knowledge of universal applicability." He is interested in "conditions of invited interference rather than of control." Also, the evaluator "needs to be able to refine and adjust his solutions continuously." (Egon G. Guba, "Significant Differences," Education Researcher, Vol. XX, No. 3, 1969).

Evaluation of an educational program such as LEASE has two main aspects, formative and summative. Formative evaluation is concerned with the continuous analysis of data to improve the program while it is still fluid. It is concerned with converting the initial idea into a viable operational program by the development of solutions to operating problems, for the initial idea is always far from perfect and can always be improved. However, this means that changes must be continuously made whenever the data indicates that the original program objectives are being less than perfectly met (Guba). Summative evaluation is used to appraise the completed program and for the making of decisions or value judgements concerning the acceptance or continuation of the program. While LEASE is ultimately concerned with the sum-

mative aspect of evaluation, it is now necessarily involved in formative evaluation.

Formative evaluation, as defined above, has resulted in a number of changes and/or interpretations of LEASE objectives (completely stated immediately below), e.g., in Objective Four, omitting "and give them (students) a common matrix of experience from which abstractions can be made"; in Objective Five, a different interpretation and placement of emphasis; in Objective Six, a completely different approach; and added concentration on achieving Objective Seven.

The objectives of the LEASE project are:

1. To test the feasibility of broad-scale use of direct environmental experience as an educational medium in the Lowell area.

2. To arouse community and regional interest in the development of such a center.

3. To involve local teachers in analyzing and evaluating their curriculum in a variety of areas through their utilization of this medium.

4. To provide students with a variety of direct environmental experiences that will enhance their capacities to learn.

5. To provide a three-man professional staff that will help students and teachers make the most of the environment outside the school building as a medium for learning and teaching.

6. To provide practicum experiences for pre-service teachers at Lowell State College and other nearby colleges and universities who wish to gain experience in the use of the medium.

7. To train a small cadre of interested citizens that can act as assistants to the classroom teachers and the Center staff in using the medium so that a small instructor-student ratio can be maintained.

LEASE is designed to cut across the various disciplines and to encompass all grade levels. In short, the direct environmental medium for learning and teaching is applicable and amenable to all grade levels, K-12, and to the interdisciplinary approach. Teacher participation in the program is voluntary; and the site, time, and content areas are left to the individual teacher's imagination and discretion whenever possible.

The criterion used to measure Objective One is the extent of teacher response from year to year as well as the number of LEASE sponsored environmental learning experiences in terms of budget restrictions and limitations due to staff size as set forth in the original proposal. The goal of LEASE during the 1967-68 pilot year was to provide thirty-six direct environmental experiences. Thirty-eight were actually taken but not without some difficulty. To begin with, teacher response did not meet expectations, and LEASE-teacher preparation, embracing suitability of content area to the environmental site, integration of classroom and environmental learning objectives, site visitations beforehand, writing and rewriting lesson plans, and providing substitute teachers, far exceeded the estimated time involvement. This year (October, 1968-June, 1969), teacher response was overwhelming to the degree that LEASE could grant not quite half of the requests submitted. Last year a total of thirty-eight experiences were provided whereas this year LEASE sponsored one hundred twelve such experiences, or almost three times as many.

In order to accomplish this number of experiences, the staff (only three people to handle such time-consuming details) has had to cut back on some requirements such as insisting on detailed teacher-prepared lesson plans and the rewriting of lesson objectives. This was done without sacrificing student-oriented needs, for it has been only through LEASE that the schools

have for the first time been able to participate in a socio-cultural-education program of such magnitude.

From Table 1, it can be seen that there is a relatively even spread of environmental learning experiences across grade levels K-9 with a slight bi-modal peaking at levels 2 and 6 (5 and 6 trips respectively) for the pilot year, 1967-68. These two grade levels (2 and 6) account for 29% of the total number of experiences for the year. The data for the year, 1968-69, shows a bi-modal peaking at the same two grade levels, with these accounting for 33% of the total number of experiences.

Further examination of Table 1 reveals that whereas the program did not reach Grades 10, 11, and 12 last year at all, it has now provided experiences for a number of pupils at the senior high level (4.5% of the total). This indicates a partial resolvement of the scheduling and substitute problems experienced last year.

Lowell has a total of 34 schools including 1 senior high, 1 vocational high, 3 junior highs, 3 elementary-junior high mixed, and 26 elementary schools. An examination of LEASE's records reveals that 19 different schools (56%) participated in the program last year and that 28 schools (83%) participated this year. A concerted effort will be made by LEASE to involve the remaining six schools in next years program.

The purpose of Objective Two is to arouse community and regional interest in the LEASE program and as such is partly in the domain of dissemination. Therefore the criterion used to evaluate this objective is the number of people and organizations that have expressed interest in the program in one way or another.

TABLE I

COMPARISON BY GRADE LEVEL AND DIVISION OF LEASE ENVIRONMENTAL LESSONS*

	Grade Level														
Divisions	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Elementary	2[a]	4	5	1	3	2	5								22
(K-6)	2[b]	6	18	12	10	13	18								79
Junior High								2	2	2					6
(7-9)								3	7	10					20
Senior High															
(10-12)											2	1	2		5
Others[c]					1	2	1							6	10
						1	1							6	8
TOTAL	2	4	5	1	4	4	6	2	2	2				6	38
	2	6	18	12	10	14	19	3	7	10	2	1	2	6	112

*Comparison of school year 1967-68 (Oct.-June) with school year 1968-69 (Oct.-June).

[a]Numbers underlined indicate totals for 1967-68.

[b]Numbers not underlined indicate totals for 1968-69

[c]Other category indicates ungraded classes (mentally retarded, sight saving, TESL, and private).

In the planning stage, the concept of direct environmental learning experiences was well received by the community-at-large. The planners received direct and indirect offers of aid and assistance from teachers and administrators, college and university personnel, and lay individuals and organizations.

During the pilot year, LEASE prepared and mailed, upon request, abstracts of the Program to other Title III projects in Massachusetts and various other states as well as to environmentally oriented organizations throughout the country. Staff members gave illustrated talks before many diverse groups in the course of the year. Members of the staff also participated actively in the National Conference on Environment Education held in Ringwood, New Jersey, in May of 1968.

This year LEASE has received local newspaper publicity on many phases of its program, and has had radio coverage of its involvement in local and regional educational activities. Considerable state-wide publicity, by way of news releases, was also provided on the occasion of the April, 1969 conference of the Massachusetts Committee on Environmental Education, held at Northeastern University's Warren Center for Outdoor Education. During the meeting, which was attended by concerned public as well as environmental educators from all parts of the state, a presentation of the LEASE program was given by project director John J. Lenihan.

LEASE has also disseminated material throughout the various Massachusetts Title III projects by virtue of its membership in the Massachusetts Committee on Environmental Education which has as general objectives (1) the improvement of intercommunication among projects, (2) planning for effective dissemination with respect to environmental education, and (3) promotion

of mutual interests in environmental education.

On May 13 and 14, the State Department of Education and the Title III, ESEA Advisory Council in cooperation with the Massachusetts PACE Association held a Creative Education Fair in McHugh Forum at Boston College. LEASE was one of seventy-five active Title III projects that had booth space at this presentation. From its scheduled involvement in the Fair, LEASE received local and state-wide publicity.

Earlier this year, the staff prepared a manual for environmental experiences, Introduction to LEASE. This manual, along with an explanatory letter, was distributed to Lowell school administrators and principals and mailed to selected state and federal personnel.

In May 1968 LEASE received and responded to written communication from the Managing Editor of Grade Teacher stating that the magazine was preparing a major article on important science programs being developed across the country and requesting written and/or illustrative material about the program. The article entitled "Ecology" appeared in the Grade Teacher, Vol. 86, No. 5 January, 1969, and emphasized the interrelationship and interdependence of man and nature. Project LEASE was selected as one of the few exemplary programs cited in a list of "some of the better projects currently in operation across the country." As a result of this nation-wide publicity, LEASE was inundated with requests for written and illustrative material from individuals, school systems, colleges, and various programs across the country. These requests have now been completely filled.

In March, 1969, LEASE was interviewed via telephone by a representative of the Office of Education in Washington, D.C. concerning its environmental

program. The matter discussed in this interview, along with photographic material submitted afterward, was to be considered for inclusion in a proposed article on environmental education planned for a future edition of the official publication, American Education.

Lowell, in 1968, was designated a Model City and the section involved is known as the Acre Model Neighborhood. Many of the children in the Acre section have had direct contact with LEASE through the six public and parochial schools that are located within the area. As a result of the impact of LEASE on these six schools (principals, teachers, students, and parents) the Model Cities project has decided to place major emphasis on environmental education during its first year action program. A big step in this direction has been the establishment of a Task Force on Basic and Adult Education whose primary purpose is to "plan and develop materials and relevant, effective curricula to encourage creative uses of the local environment for educational purposes."

The Massachusetts legislature in 1966 appropriated funds to be administered by the Department of Natural Resources to initiate cooperative planning for the educational-recreational use of the Lowell-Dracut State Forest as well as other forested areas. Since 1968, a committee composed of state legislators from the Lowell area and the Lowell city council have been actively investigating the forest potential. This committee has initiated studies to investigate soil composition, water table, access roads, and site locations. These studies are expected to be completed sometime this year. Since the forest is LEASE's "home" site, LEASE is vitally interested in the plans and activities of this committee and has established a direct communication link between the committee and LEASE, with the assumption of liaison duties by the assistant director of LEASE, Mr. Francis X. Cronin.

In learning to effectively utilize the medium of direct environmental experience, LEASE feels that the teacher will of necessity have to examine the curriculum analytically with respect to the proposed learning experience and thereby become involved in analyzing and evaluating their curriculum, which is the stated purpose of Objective Three. In exploring the potential of the environmental medium, the teacher may realize that other media might well meet some of the lesson objectives more effectively, and may begin to use a multi-media approach in attaining educational objectives rather than the textbook approach exclusively. Thus as teachers become more proficient in selecting appropriate media to meet varied instructional objectives, they may become dissatisfied with the present curriculum and become more actively and personally involved in curriculum reform and innovation. Teachers who use the multi-media approach to learning and who are actively involved in curriculum planning may also gain some insight of the spiral and interdisciplinary approach in a pupil-centered atmosphere.

During the pilot year, to reduce and hopefully to dissipate any teacher resistance, real or imagined, to the innovative nature of the project, LEASE had each participating teacher directly and actively involved in the planning, analyzing, and evaluation of the proposed environmental experience. This involvement was in terms of teacher-prepared lesson plans with the intention that the lessons would be filed for future use.

However, as teachers submitted their lesson plans, it was apparent that something had to be done about writing objectives. Since the statement of an objective is in fact an attempt at verbal communication, it is therefore of paramount importance that the words used convey the same meaning to all intended readers. This imposed on the teacher's free time because of necessary conference with LEASE staff on the relevancy of the proposed experience to the content, and on defining objectives in terms of expected behavioral changes.

LEASE attempted to solve the problem by assisting the teacher in writing or rewriting the complete lesson plan and also by writing the lesson plan in terms of what, in the opinion of the staff, the teacher had in mind.

This kind of approach during the current year was impossible due to the increased number of requests for LEASE-sponsored trips, the involvement of many more teachers, increased administrative duties of the LEASE staff, and the limitations of the staff relative to the size of the public school system (630 teachers, 15-16,000 students). Because of the time element, as an expediency, LEASE recommended that each teacher submit a written statement of objectives on a voluntary basis. However, it is expected that in the coming school year this statement will be required rather than voluntary.

The basis for the earlier change in attitude by LEASE towards this objective lies in the original proposal for the planning grant, which states on page 49, "Active involvement of classroom teachers during this initial planning period was impossible due to the limited time allotment of the planning grant..." It is felt that if there had been enough time to directly and actively involve the classroom teacher in the planning stage they could, and in all probability, would have provided feedback to the teacher community concerning the aims and purposes of the proposed LEASE project. They would have had a part in arriving at meaningful, non-ambiguous, operationally defined statements of intended LEASE educational outcomes. This would have resulted in a nucleus of classroom teachers who thoroughly understood the objectives of the project, thereby becoming committed to the program and responding to it by developing a variety of learning experiences which would have been as diverse and as complex as dictated by the situation.

Objective Four underscores the interdisciplinary approach stressed in the LEASE program as well as the assumption that such subjects as history, English, mathematics, and language arts are adaptable and amenable to direct environmental experiences quite as well as science and conservation.

The criteria for determining the degree of achievement of this objective are the various sites visited and the interdisciplinary nature of each experience. The data gathered from the records kept by LEASE show that on one hundred twelve experiences at twenty separate sites students were exposed to nine different areas of subject matter; namely, art, biology, botany, conservation, language arts, mathematics, music, science, and social studies. Among the sites visited were the Boston Museum of Science, Drumlin Farm, the Lowell-Dracut State Forest, Lowell and Billerica water treatment plants, various city sites, e.g., fire stations, newspaper plant, municipal buildings, the post office, the historical sites of Concord and Lexington, Plimoth Plantation, and Salem, Mass. The most popular site has been the Boston Museum of Science (28 out of 112 experiences). This is explainable in that (1) the choice of site is left primarily to the teacher, (2) weather does not usually interfere because the experience is entirely indoors, (3) the various exhibits and shows relate to many subject areas such as science (space, natural science, astronomy, chemistry, physics, biology) and social studies (dioramas of early New England industries and of other civilizations). The adaptability of this site to various content areas, therefore, is appealing to teachers from all grade levels.

LEASE's full-time staff consists of a director, an assistant director, and a teacher-naturalist, respectively, Mr. John J. Lenihan, Mr. Francis X. Cronin, and Miss Susan C. Cornick. This staff has more than thirty years of teaching experience in and out of the classroom. They also possess specialized knowledges

and skills in outdoor education in the areas of conservation, biology, botany, ornithology, language arts, mathematics and social studies.

The primary purpose of the staff is service. They are available to teachers and principals for help, aid and assistance in any or all of the various stages of planning, and in examining and explaining the possibilities that exist for the utilization of the program. This kind of service is implicit in the fifth objective.

Considering the size of the staff, and the time and personnel required to administer and execute a program of such dimensions, LEASE has been extremely successful. During the pilot year, the staff was deeply involved in the area of preparing lesson plans for each individual environmental trip. This required a great deal of time (and patience) in terms of scheduling teacher-staff conferences for lesson preparation, the writing and rewriting of behavioral objectives, and determining the relevancy of the proposed use of the medium to content area. Besides this, the staff still had to cope with the myriad administrative detials.

During the 1968-69 school year the staff decided to modify the degree of teacher involvement through lesson plan writing by placing it on a voluntary basis. The decision was a practical one based on the time required, the increased number of requests for experiences, and the size of the staff. The teacher was asked only to submit a statement of objectives after the request for an environmental experience has been affirmed. This allowed the staff the time necessary to concentrate more on the other service-oriented needs of the teacher, as arranging transportation, procuring substitutes and field assistants when necessary, screening prospective sites, giving demonstration

lessons, as well as keeping the records up to date and handling the considerable correspondence related to dissemination activities.

One of the needs in Lowell is for closer liaison between the academic community and the school system. Another is the preparation of pre-service teachers in the use of the environmental medium, particularly and uniquely so in Lowell, if LEASE is to become an integral part of the school structure. Objective Six is designed to meet the existing need.

In the pilot year the relationship between the pre-service teachers at Lowell State College and LEASE was mutually beneficial. Lowell State students, all of whom were enrolled in Dr. Marie Garrity's Outdoor Education course, participated in environmental experiences and in two week-long training institutes conducted by LEASE. This year Dr. Garrity is no longer on the faculty of Lowell State, and the Outdoor Education course has been dropped from the curriculum. Despite this loss, LEASE held a training program for a selected group of Lowell State juniors during the week of June 1, with gratifying results. Purposely limited to eight, the group took an active part in the regularly scheduled LEASE program for the week. Their enthusiasm and response during the training period and in subsequent letters of appreciation were an inspiration to the staff. LEASE is indebted to Dr. Margaret Shannon of Lowell State and to Dr. Garrity whose cooperation helped make the program the success that it was.

Environmental Teaching Assistants (ETA) or Aides are people trained in the elementary use of the medium so as to be of help to the staff and/or the classroom teacher on environmental experiences. These people are to be recruited from interested and capable citizens within the Lowell area. The assumption is that in any community there exists a number of people who would

be willing and eager to work part-time as instructional aides. Some may be hobbyists willing to learn to use their particular skills to fit into the instructional program of the teacher; others may come from the ranks of retired or part-time teachers professionally interested in the use of the medium.

During the pilot year this objective was not achieved. For while it may be true that these kinds of people do exist in Lowell, LEASE did not then have sufficient time nor staff to recruit and train assistants. LEASE did hold a number of meetings with local organizations, particularly the Lowell Federation of Civic Organizations on Education (LFCOE), for the purpose of recruiting qualified volunteers as field assistants.

This year LEASE has had success within the scope of Objective Seven with the volunteering of fifteen lay people as field assistants. During the month of October, 1968, a general training workshop was held for these volunteers by the LEASE staff. Since the training sessions, these people have been used where and when they were needed and available.

OE 4351 (REV. 12/66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDER

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers a

(NOTE: Please read the attached Instructions before completing this form)

NAME AND ADDRESS OF AGENCY: School Department, City Hall, Lowell, Massachusetts

PROJECT NUMBER: 67-04414-0

GRANT NUMBER: OEG 3-7-70

PART I – EXPENDITURES *(other than construction)*

(Check One) ☐ PROPOSED BUDGET SUMMARY (ATTACH DETAIL SCHEDULES) ☐ ESTIMATED ☒ FINAL EXPE

EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION					
	FUNCTIONAL CLASSIFICATION	ACC'T NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQU
			PROFESSIONAL	NON-PROFESSIONAL				
	1	2	3	4	5	6	7	
1	ADMINISTRATION	100	$ 6,300.00	$ 5,500.00	$ 2,200.00	$ 1,000.00	$ 300.00	$
2	INSTRUCTION	200	23,300.00	1,640.00	1,738.00	500.00	1,200.00	
3	ATTENDANCE SERVICES	300						
4	HEALTH SERVICES	400						
5	PUPIL TRANSPORTATION SERVICES	500			6,000.00			
6	OPERATION OF PLANT	600						
7	MAINTENANCE OF PLANT	700						
8	FIXED CHARGES	800	600.00					
9	FOOD SERVICES	900						
10	STUDENT-BODY ACTIVITIES	1000						
11	COMMUNITY SERVICES	1100						
12	REMODELING (IF COSTS TOTAL MORE THAN $2000 ENTER IN PART II)	1220c						
13	CAPITAL OUTLAY (EQUIPMENT ONLY)	1230						
14	TOTAL →		$ 30,200.00	$ 7,140.00	$ 9,438.00	$ 1,500.00	$ 1,500.00	$
15	NEGOTIATED BUDGET →		$ 30,200.00	$ 7,140.00	$ 9,938.00	$ 1,500.00	$ 2,400.00	$

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AUG 27 1969

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R570.1
APPROVAL EXPIRES 6/30/68

BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

y and Secondary Education Act of 1965 - Supplementary Centers and Services Program

	PROJECT NUMBER	GRANT NUMBER	STATE
nusetts	67-04414-0	OEG 3-7-704414-3945	Massachusetts

(Check One) ☐ PROPOSED BUDGET SUMMARY (ATTACH DETAIL SCHEDULES) ☐ ESTIMATED EXPENDITURE REPORT ☒ FINAL EXPENDITURE REPORT

BUDGET PERIOD (MONTH, DAY, & YEAR) BEG: 7/1/68 END: 6/30/69

EXPENSE CLASSIFICATION

CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
5	6	7	8	9	10	11
2,200.00	$ 1,000.00	$ 300.00	$	$	$ 15,300.00	$ 15,400.00
1,738.00	500.00	1,200.00			28,378.00	29,178.00
6,000.00					6,000.00	6,000.00
					600.00	600.00
9,438.00	$ 1,500.00	$ 1,500.00	$	$	$ 49,778.00	$
9,938.00	$ 1,500.00	$ 2,400.00	$	$	XXXXXXXXXXXXXX	$ 51,178.00

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GMB
1969

PART II – CONSTRUCTION EXPENDITURES

(Check One)
- ☐ PROPOSED BUDGET SUMMARY
- ☐ ESTIMATED EXPENDITURE REPORT
- ☐ FINAL EXPENDITURE REPORT

BUDGET PERIOD (Month, Day, & Year)
BEGINNING:
ENDING:

	EXPENDITURE ACCOUNTS	ACC'T NUMBER	AMOUNT	NEGOTIATED BUDGET
	1	2	3	4
1	SITES			
	A PROFESSIONAL SERVICES	1210a	$	$
	B IMPROVEMENT TO SITES	1210c		
2	BUILDINGS			
	A PROFESSIONAL SERVICES	1220a		
	B NEW BUILDINGS AND BUILDING ADDITIONS	1220b		
	C REMODELING (IF $2,000 OR LESS ENTER IN PART I)	1220c		
3	ADMINISTRATIVE EXPENSES (Specify below)	1220		
	A			
	B			
4	LEASING OF FACILITIES			
5	TOTAL →		$	$

PART III – SUMMARY - AUTHORIZAT

BUDGET PERIOD (Month, Day, and Year)
BEGINNING: July 1, 1968 END

	ITEMS
	1
1	AMOUNT AUTHORIZED FOR EXPEND BUDGET PERIOD SHOWN ABOVE
	A UNEXPENDED FUNDS FROM GR AWARDED FOR PRIOR BUDGET PERIOD
	B APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE
	C TOTAL FUNDS AUTHORIZED FO BUDGET PERIOD ABOVE (SAME AS ITEM 1, COL. 4)
2	EXPENDITURES DURING BUDGET P SHOWN ABOVE
3	UNEXPENDED BALANCE OF FUNDS FOR EXPENDITURE DURING BUDGE ABOVE (ITEM 1 MINUS ITEM 2)

PART IV – CUMULATIVE TOTALS - C

	ITEMS
1	GRANT AWARDS $69,764.00
2	CASH RECEIVED 59,756.00

THIS FISCAL REPORT IS CORRECT A
INCLUDED HEREIN ARE DEEMED PA
TO THE GRANT AWARD.

FOR OFFICE OF EDUCATION USE ONL

ACCOUNTING DATA

TRANS. CODE	DOC. REF.	OBLIGATION NUMBER	FY	UNIFORM ACCT'NG NO.	OBJECT CLASS	PROGR EXP. CLASS	PROGR BAL. PA
1	2	3	4	5	6	7	8

GEO. CODE	GOVT./ NON-GOVT.	VENDOR NUMBER	AMOUNT	CR. SYM	GENERAL L ENT
13	14	15	16	17	18

PART III – SUMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ESEA FUNDS

BUDGET PERIOD (*Month, Day, and Year*)

BEGINNING: July 1, 1968 ENDING: June 30, 1969

☐ ESTIMATED EXPENDITURE REPORT
☒ FINAL EXPENDITURE REPORT

ITEMS			PART I - EXPENDITURES OTHER THAN CONSTRUCTION	PART II CONSTRUCTION EXPENDITURES	TOTAL
1			2	3	4
1	AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE →		$51,178.00		$51,178.00
	A UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD	$ 9,727.00			
	B APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE	$51,178.00			
	C TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (SAME AS ITEM 1, COL. 4)	$51,178.00			
2	EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE →		$49,778.00		$49,778.00
3	UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2) →		$ 1,400.00		$ 1,400.00

PART IV – CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT

ITEMS			CUMULATIVE TOTAL TO DATE
1	GRANT AWARDS	$69,764.00 $51,178.00	$120,942.00
2	CASH RECEIVED	59,756.00 51,178.00	$110,934.00

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.

SIGNATURE OF PROJECT FISCAL OFFICER — DATE

SIGNATURE OF PROJECT DIRECTOR: John J. Lenihan — DATE: 8/20/69

FOR OFFICE OF EDUCATION USE ONLY

ORM ACCT'NG NO.	OBJECT CLASS	PROGRAM CODES				VOUCHER NUMBER	SCHEDULE NUMBER
		EXP. CLASS	BAL. PAY		SEC. REPT.		
5	6	7	8	9	10	11	12

AMOUNT	GENERAL LEDGER			APPROPRIATION SYMBOL	
	CR. SYM.	ENT.			
16	17	18	19	20	21

Expenditure Account No. 100

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Expended Amount
Salaries Professional	Project Director, 50% time, adm.	X		1	12,600.00	6,300.00
Non-Professional	Secretary	X		1	5,500.00	5,500.00
Materials and Supplies *For Dissemination activities	Business envelopes Postage *Postage Bond Typing paper Carbon paper Onion skin paper Yellow paper pads *35mm Color film & development *35mm B x W film, develop & print *Plastic spirals for binding *Flash Bulbs *Fiber Mailers *Video Tape					1,000.00
Contractual Services	Newsletter Boston College for evaluation service					200.00 2,000.00
Travel	Local travel and *conference attendance					300.00
	TOTAL BUDGETED AMOUNT TOTAL EXPENDED AMOUNT					15,400.00 15,300.00

Expenditure Account No. 200

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Expended Amount
Salaries						
Professional	Project Director, 50% time, instr.	X		1	12,600	6,300.00
	Assistant Director	X		1	11,000	11,000.00
	Teacher-Naturalist	X		1	6,000	6,000.00
Non-Professional	Field Assistants 210 man days averaging 4 hrs./man-day		X		2.00/hr.	1,640.00
Materials and Supplies	Ditto masters			60 bxs.	4.50	
	Ditto paper			300 rms.	1.40	
	Mimeograph stencils			750	4.50/qr.	
	Mimeograph paper			225 rms.	1.50	
	Contigency fund for misc. office supplies such as pencils, staples, scissors, etc.					500.00
Contract Services	9 Programs at Mass. Audubon's Drumlin Farm, Admissions and Consultants				15.00 class appr.	1,238.00
Travel	Visits to schools, field trip to sites, etc.					1,200.00
	TOTAL BUDGETED AMOUNT					29,178.00
	TOTAL EXPENDED AMOUNT					27,878.00

Expenditure Account No. 500 - Pupil Transportation Service

Expense Class	Name and Title, Purpose or Item	Expended Amount
Contract Service	Leasing of buses for field trips plus waiting time of drivers	$6,000.00
	TOTAL BUDGETED AMOUNT	$6,000.00
	TOTAL EXPENDED AMOUNT	6,000.00

Expenditure Account No. 800 - Fixed Charges

Expense Class	Name and Title, Purpose or Item	Expended Amount
Salaries Professional	Social Security and Workman's Compensation	$ 600.00
	TOTAL BUDGETED AMOUNT	$ 600.00
	TOTAL EXPENDED AMOUNT	600.00